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ABSTRACT

Project Aprende is an Elementary and Secondary Education Act Title VII bilingual-bicultural program established in three junior high schools in New York City. The program is intended to supplement and enrich basic tax levy bilingual instructional programs. The program includes five components: bilingual-bicultural instruction in reading, language arts, and selected content areas; a bilingual guidance program; a staff development program; a curriculum development project; and a parent involvement and education program. The program services a limited English speaking group of children and a group of non-Hispanics whose parents expressed an interest in having their children study Spanish as a second language. Students receive content area instruction in their native language and instruction in their second language depending upon need. Subjects such as art, music, and physical education are conducted bilingually. Program evaluation was completed employing classroom observation, questionnaires and pre/postest achievement measures. Data indicated that Project Aprende is functioning as intended. Recommendations are made for improvement of the basically sound program. (Author/MK)

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FINAL EVALUATION OF PROJECT APRENDE
1978-79
PROJECT #5043-97601-BASIC
PROJECT #5043-97602-TRAINING
GRAND AWARD #G007700623
SCHOOL DISTRICT #6
ESEA TITLE VII PROGRAM

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DESCRIPTION OF PROJECT

Project Aprende is a Title VII bilingual-bicultural program established in three junior high schools (JHS 52, JHS 143, and JHS 164) in Community School District 6 in New York City. The program is intended to supplement and enrich the basic tax levied bilingual instructional programs in the aforementioned schools. The program includes the following components:

1. Bilingual-Bicultural Instruction Program in reading, language arts, and selected content areas.
2. Bilingual Guidance Program
3. Staff Development Program
4. Curriculum Development for the junior high school level.
5. Parent Involvement and Education Program.

The program services separate groups of children who are Spanish dominant and English dominant. The Hispanic students have been identified as being of limited English-speaking ability by the Language Assessment Battery (LAB). The English-speaking, non-Hispanic participants are students who have or whose parents have expressed an interest in studying Spanish as a second language and ethnic studies and were included in the program by voluntary enrollment. Each school's target number of participants is as follows:

JHS 52	150 Spanish Dominants	60 English Dominants
JHS 143	150 Spanish Dominants	60 English Dominants
JHS 164	60 Spanish Dominants	30 English Dominants

In JHS 52 and 143 there were 3 seventh grades (2SD and 1ED); 3 eighth grades (2SD and 1ED) and 1 ninth grade (SD). In JHS 164 there were 2 seventh grades (1SD and 1ED) and 2 eighth grade (SD).

The student participants at the three Junior High Schools learned selected subject areas in their native language, selected subject areas in their second language, native language arts, second language (either ESL or Spanish as a second language), history and culture of the United States and the geographic area associated with the dominant language of the children for whom English is a second language.

By means of a parallel programming of certain subject areas individualized instruction was achieved by grouping children according to level in the different subject areas and working with small groups within these areas. For example, the Spanish language arts classes were programmed at the same time so as to have the flexibility of grouping the children among the classes according to their ability. The ESL classes were programmed in a parallel manner so as to be able to regroup the students according to ability.

Spanish dominant students were programmed for English as a second language for a minimum of five times a week and were taught the substantive subject areas such as mathematics, social studies and science in Spanish. The English dominant students were programmed for Spanish as a second language a minimum of five times a week and were taught the substantive subject areas, such as mathematics, social studies and science in English.

Subject areas such as art, music and physical education were conducted bilingually and both linguistic groups had the opportunity to learn these content areas in their second language. Great opportunity was provided for the Spanish dominant and English dominant students to be integrated in these subject areas. In addition, a special feature of this project was to integrate the students in specific learning activities in the major subject areas as well; whereby the students would learn about each other and from each other. This was accomplished by means of the following four projects:

1. Project SEPA (Science Education Promotes Achievement). This project provided the English dominant and Spanish dominant students an opportunity to actively participate and initiate laboratory experiments and projects related to the curriculum for the junior high school.
2. Project ALMA (Activating Learning through Media Activity). This project is a special media program in which both language groups worked cooperatively in activities related to audiovisuals, videotape, photography, film, and so on.
3. Project ARTE. This is a specially enriched art program which identifies, stimulates, and develops children with potential talent in the aforementioned area. Both language groups worked cooperatively in special art projects and activities.
4. Project ROOTS. This program relates to ethnic heritage and culture as part of the social studies curriculum.

Both English dominant and Spanish dominant students work together in special projects and activities related to what they learned in the social studies and ethnic heritage classes. These activities were interrelated with the activities taking place in the media and art programs.

All four of the above mentioned projects were designed to stimulate the interest, energy and talent of the students as well as to serve as a motivational basis for the development of language arts skills, such as reading, and oral and written communication.

Project Aprende funded the following positions:

1 - teacher trainer (stationed in the district office)

1 - supervising stenographer (stationed in the district office)

1 - guidance counselor (who divided his time between all three junior high schools affected by Project Aprende)

3 - bilingual coordinators (one in each of the 3 junior high schools)

8 - bilingual paraprofessional assistants (3 in JHS 52; 3 in JHS 143 and 2 in JHS 164).

1 - Project Director

EVALUATION OF THE PROJECT

Basis of the Evaluation

Project Aprende was evaluated on the basis of the following assessment instruments:

1. Repeated visits and direct observations of all of the affected classrooms in each of the three junior high schools by the project evaluation consultant, Dr. Gary Keller, of the Bilingual Education Program at Teachers College, Columbia University.
2. Utilization, during the classroom observations, of the Classroom Observation and Evaluation Guide. (See Appendix I).
3. Tabulation and analysis of the Bilingual Coordinator Questionnaire. (See Appendix II).
4. Tabulation and analysis of the Bilingual Professional Assistants Questionnaire. (See Appendix III).
5. Tabulation and analysis of the Principal's Questionnaire for Funded Programs. (See Appendix IV).
6. Analysis of the pre- and posttest data that was carried out in accordance with the tests program outlined in the Project Aprende project proposal.

Achievement Test Data

This aspect of the evaluation of Project Aprende concentrated on the achievement of pupil participants as reflected in achievement test data. The testing program was an extensive one; attempts were made to assess reading achievement in both the dominant and second language as well as math achievement in the native language. The testing program focused on

both the Spanish dominant as well as the English dominant pupil participants.

At the outset of this section of the report, it should be stated that the testing program was not without problems. Tests for some portions of the testing program were not delivered on time to each of the participating schools, the scoring reports from the test publishers were also late in arriving, and because of the extensiveness of this testing program not all students were tested. Thus, what is presented below is a summary of all of the pertinent data collected. Tests of statistical significance are provided where appropriate, at other times we have chossen not to present t-tests because of the large discrepancy between pre and posttests N.S. (i.e. the posttest N.S. are usually much reduced).

Spanish Dominant Pupil Participants

A review of the language Assessment Battery (LAB) percentile ranks indicates that this group is truly Spanish dominant. Average LAB- Spanish percentile ranks are as follows;

7th - 61.34%ile

8th - 54.53%ile

9th - 51.17%ile

and, LAB- English percentile ranks by grade level are as follows;

7th - 3.12%ile

8th - 2.[illegible]%ile

9th - 2.70%ile

The selection of these students to participate in this bilingual program was quite appropriate and in keeping with the proposal guidelines.

The assessment of Spanish reading skills was accomplished with the Prueba de Lectura (Level III). These results are presented in Table I below. As one can see the students begin the program (at all grade levels) at approximately the 50th percentile. A review of the posttest scores indicate that on the average some progress is realized. The Spanish reading instruction provided by the program has been successful in maintaining the skills the students enter the program with. This is a very positive aspect of the program. Tests if significance are not provided because this would only serve to camouflage an otherwise interesting and important phenomenon of the program. Namely, the large individual variability of the population. The standard deviation at pretest is about one-half the mean; at posttest this increases, grades 7 and 9 to greater than the mean. This is indicative of large individual difference, greater than normally encountered with a class organization, and may have some implications for different grouping practices (that is, provided the already overcrowded school organizations could make some accomodations). This same phenomenon of large variability is also common as related to the other tests areas to be discussed and will not be mentioned again, the point has been raised.

TABLE I

Results of the Prueba de Lectura Testing

(Percentile Ranks)

GRADES	PRETEST		POSTTEST	
	$\bar{X}$	SD	$\bar{X}$	SD
7	49.25	38.61	54.85	65.07
8	50.95	21.53	56.52	33.94
9	49.40	19.38	58.13	69.30

Performance on English reading was also assessed. These results are presented in Table 2. These results are confirmation of the LAB- English scores presented above. They indicate the lack of English language skills (in this case reading) in the population studied herein. The table shows that these student's scores decrease from pre to posttest (although decrease from this writer's point of view is not critical). These data would seem to indicate the need for an improved English language reading program - if in fact the teaching of English reading is a prime concern of the program.

TABLE 2

The Results of the Stanford Achievement Testing

English Reading

GRADES	PRETEST	POSTTEST
	$\bar{X}$	$\bar{X}$
7	1.5	1.3
8	2.5	1.9
9	2.0	1.0

Finally, the assessmentof math skills was made with the General Abilities Testing the Inter-American Series. These results are presented in terms of the number of items answered correctly. The results indicate some growth at grade 7 and relative stability at the other grade levels. These results are also viewed as a positive aspect of the program.

TABLE 3

The Results of the General Abilities

Math Achievement

GRADE	PRETEST		POSTTEST	
	$\bar{X}$	SD	$\bar{X}$	SD
7	25.82	24.45	36.68	35.93
8	25.68	10.19	28.86	18.77
9	29.52	10.13	28.25	14.12

The bilingual program with the Spanish dominant population seems to have been effective in maintaining Spanish reading skills and needs greater emphasis in the teaching of English reading.

English Dominant Student Participants

The purpose of having these students participate in the program was to determine the bilingual benefits of the program to students who were primarily English dominant. English dominance was basically defined by the LAB. The English LAB percentile scores of the 7th grade was 29.93, the 8th grade, 24.03 and the 9th grade, 27.68. The students, thus,

were basically English dominant. (if one accepts the concept of dominance as defined in the Consent Decree).

The assessment of English language reading skills can not be presented in total because of some "mixups" in the testing program - pretest is only shown. As one can see in Table 4 the students in terms of S.A.T. scores, (G.E.) are performing below grade level expectations. It is unfortunate that no post-test data are available to determine if growth could be achieved as a result of participating in a bilingual program.

TABLE 4

Stanford Achievement Test, Results

English Reading

GRADE	PRETEST		POSTTEST	
	$\bar{X}$	SD	$\bar{X}$	SD
7	6.2	2.42	-	-
8	5.7	1.75	-	-
9	5.6	1.48	-	-

Spanish reading was measured with the Prueba de Lectura These results are presented in terms of percentile ranks. Again except for grade 9 there is no significant improvement in reading in Spanish. The results are somewhat better than expected based on English language ability.

TABLE 5

Prueba de Lectura, Results

Spanish Reading

GRADE	PRETEST		POSTTEST	
	$\bar{X}$	SD	$\bar{X}$	SD
7	35.91	17.15	38.56	19.63
8	37.36	13.66	34.49	15.91
9	28.19	23.38	49.24	26.56

Math achievement as measured by the S.A.T. showed significant growth for both 7th and 8th grades and a retrogression for grade 9. These results are likewise very encouraging.

TABLE 6

S.A.T. - Math, Results

GRADE	PRETEST		POSTTEST	
	$\bar{X}$	SD	$\bar{X}$	SD
7	6.5	1.1	8.6	1.6
8	6.3	1.2	8.1	1.9
9	7.9	3.4	6.7	2.0

The encouraging aspect of these results is that subject matter skills, particularly math, can be taught in a bilingual context and the students can greatly profit.

Staffing of Program

The credentials, language fluency in Spanish and in English, and the enthusiasm of the instructional and support staff, including the guidance counselor, is quite impressive.

With respect particularly to bilingual fluency, the teachers in all of the junior high schools measure up very favorably in comparison to other schools in the Northeast which this evaluator has visited. The vast majority of teachers and other staff members who were observed were fluent, balanced or near-balanced bilinguals in Spanish and English. Even a number of assistant principals are able to communicate in the Spanish language. In addition, the instructional staff appears to be highly motivated and excited about the goals and objectives of Project Aprende, although many of the teachers are new to education, and to the Project. The district has done an excellent job of screening, and ultimately, hiring the instructional and support staff for Project Aprende. The percpetions of the project evaluator are reinforced by the self-analyses on the basis of the questionnaires submitted to principals, bilingual coordinators, and bilingual professional assistants. On self-evaluations relating to the English language fluency, the Spanish language fluency, the organization, the staff spirit or morale, and the quality of the teaching of the staff, either excellent or superior ratings were registered.

Despite the credentials and effectiveness of the teaching staff, there was a perceived need for futher in-service training in the area of teaching reading within the bilingual context. Reading in bilingual education presents unique concerns which do not occur in reading within a monolingual context. For example, several teachers were unsure whether the Spanish and English languages should be kept strictly apart or perhaps

there should be a good deal of code-switching encouraged between the languages. Teachers mentioned that they were concerned because they had been criticized by outside observers for overly mixing Spanish and English in the classroom. It is the judgment of this evaluation that the teachers in Project Aprende need more in-service training in the area of bilingual reading techniques and also in the sociolinguistics of bilingualism so that they can relate teaching techniques to the problem of fostering coordinate bilingualism rather than compound bilingualism.

A second area which recommends itself for an in-service training session is in how to teach the metric system in Spanish to bilingual children. I did witness the use of some English measurement values, being taught in Spanish. This seems rather anomalous given the interaction between language and culture that could be maximized in teaching metrics in Spanish.

Administrative Staff Support

Both the observations of the outside evaluator and the self-analysis coincide in pointing to the administrative staff support as one of the strengths of the program. Both the principal, assistant principals and other administrative staff within the schools themselves, as well as the district-

wide coordinator for bilingual education, and other administrative staff, were very supportive of the program, and were forthcoming in providing it the necessary resources.

Involvement of Parents and Community

The involvement of the parents and the community with Project Aprende is good given the circumstances that in the school district it is common for both parents to work and that there is structurally more difficulty in attracting the participation of parents and community to the junior high school than there is to the elementary school. Aware of these facts, the schools have devised strategies for making sure that parents did come to the school from time to time, such as having parents come in person to pick up report cards.

I made it a point to talk with the parents that were present in the schools during those days that I made specific visitations. The parents invariably express a sense of trust in the educational programs of the school district, and in Project Aprende. There is little hostility or tension between the instructional staff and the parents. The problems appear to relate to overcoming traditional apathy or aloofishness of working-class parents and also to inspire parents to involve themselves in the schools once their children had attained adolescent status.

I also note the existence of a useful booklet put out by School District 6 for the parents which orients them with respect to bilingual education. This district-wide guide is

Training of the Parents

Project Aprende has five goals with respect to parents training. These are:

a) Give English as a Second Language classes to Hispanic parents.

b) Give conversational Spanish classes to English-speaking parents. (SSL)

c) Conduct High School Equivalency classes for Hispanic parents.

d) Conduct job counseling workshops for parents.

e) Serve as a liaison between parents and community agencies and colleges for those who desire to further their education.

Parental Involvement

In accordance with the goals specified in the Title VII Project Aprende proposal for parental involvement, the following services were provided to Hispanic parents during the 1978-79 school year:

a) English as a second language classes

b) High school Equivalency classes

c) Job counseling workshops

d) Agency and college referrals for those parents who desire to further their education.

Although it was also stipulated in the the proposal that SSL classes be provided for English-speaking parents, this aspect of the parental instructional program was not implemented. Upon examination of parental application forms and the services that had been requested, SSL classes were eliminated. Of a total of 63 parents who initially registered 36 parents continued in the program. The instructional program was scheduled at 2 levels of difficulty beginners and intermediate. Groups designation was determined by teacher made tests administered at the initial class meeting.

The following chart illustrates number of participants for each level and in each area:

PROGRAM	LEVEL	PARTICIPANTS	
ESL	Beginners	17	
	Intermediate	12	
	TOTAL....	29	
High School Equivalency	Beginners	12	
	Intermediate	4	
	TOTAL....	16	(-9 of which are also ESL)
	GRAND TOTAL....	36	

The parental instructional program of 1978-79 achieved the following results:

1) ESL - Beginners - As measured by teacher made test administered by the parent trainer an a pre and post basis, 90% of the parents in the beginners group achieved 95% of the pre-established ESL behavioral objectives in oral and written competency.

Intermediate - 100% of the intermediate groups achieved the pre-established ESL behavioral objectives in oral, reading and writing skills as measured by teacher made tests administered an a pre and post basis.

2) High School Equivalency - Beginners - Ten (10) of the parents in this level passed the High School Equivalency exam.

Intermediate - All 4 of the parents in this group passed the High School Equivalency exam.

Of the 14 parents who passed the exam 8 continued to further their education at either Lehman or Bronx Community College and were accepted (as a result of their high scores on the Highschool Equivalency) into Fashion and Design Institute.

3) The following cultural and Educational activities were scheduled:

a) Museum of Natural History
Topic: History of Puerto Rico
Topic: General visit to the museum

b) Planetarium

c) Circle-line Around Manhattan

d) Madison Square Garden

e) Aurea Martinez at Columbia University, Director of Youth and Adult Clinic, conducted weekly workshops for parents

f) Weekly library visit by all classes

g) Two cultural holiday festivities were organized by the parents for the school

h) Monthly Parental Workshops, conduct by Regional Bilingual Training Resource Center at 1[illegible] Livingston Street, were assisted by 6 of the parents.

Conclusion:

As evidence by the above results the parental training program of Title VII Project Aprende not only rendered a most needed service to the parents in the community but it accomplished its pre-established goals successfully.

Student Attentiveness, Discipline and Motivation in the Classroom

I observed a great deal of attentiveness, respect for the teachers, and motivation to learn in the Project Aprende classrooms. Similarly, the halls and corridors of the schools I visited were generally quiet and peaceful. While many of the school buildings themselves are physically old, they have been respected by the students and the community. For example, there is a noticeable lack of graffiti. There are no adolescent gangs centered in any of the three junior high schools involved in the project. Tension between different ethnic groups is minimal or non-existent. There is a sense of harmony and cooperation among the student body. My judgments is that Project Aprende has had a very positive effect on student attentiveness and interest and on student self-concept, and hence, a significant, positive effect on student behavior. In addition, I noticed that the Project Aprende classes are very well attended. There is very little absenteeism. With respect to the factors of student interest, student motivation, student performace, and selection procedures for pupils in program, the ratings range from excellent to superior. Similarly, one principal observed as a major strength of the program the "compatibility among all the staff and pupils" and the "acceptance and support of the program." Another stated that the program "provides opportunity for interlingual intercultural exchange of students."

Testing Program

The testing program has some logistical problems associated with it. The district has made Herculean efforts to see to it that tests are delivered on time to the schools, that tests are scored expeditiously, that results arrive in accordance with deadlines, that teachers and other staff are trained in the administration of the tests, and that all queries and concerns of teachers, staff, and parents are fully explained. Similarly, on the basis of my observations, the testing program is generally taken seriously and administered concientiously by the Project Aprende staff. This is so despite the extremely onerous, time-consuming and complex nature of the testing requirements. The problem is twofold. The first, and most fundamental problem is that the evaluation design calls for many and varied tests. Project Aprende has no fewer than 6 assessment instruments associated with the project evaluation:

1. InterAmerican Prueba de Lectura. Given to Spanish dominant students to determine reading level in Spanish.
2. Stanford Achievement Test, Primary Battery Level II and III. Given to Spanish dominant students to determine English language skills.
3. Spanish Examination of the New York City Board of Education. Given to students studying Spanish as a foreign language to determine Spanish language skills.

4. InterAmerican General Abilities. Given to Spanish dominant students to determine mathematics skills in Spanish.

5. New York City Reading Test. Given to English dominant students to determine reading level in English.

6. Stanford Achievement Test. Given to English dominant students to determine their level in mathematics.

In addition to the six aforementioned tests, the Project Aprende students are subjected to still additional tests having to do with the Aspira Consent Decree or general city-wide testing. These tests include the extensive Language Assessment Battery to determine achievement and dominance in Spanish and in English. There is a clear need to streamline the testing component. In this regard, one of the principals' suggestions makes a lot of sense; the testing could be streamlined by using instruments already mandated for students such as the Language Assessment Battery, and the Stanford Achievement Test.

The second problem is that several of the tests are published by companies far from New York City. Guidance Testing Associates, in Austin, Texas, which was responsible for two of the tests, made mistakes with respect to the kind and amount of tests that were required by the Project, mistakes which took an inordinately long time for that Texas-based company to correct. The result was that the Project failed to

meet its pretest and posttest deadlines. If possible, tests should be purchased from companies either more responsible or geographically more accessible if logistical mistakes are made.

The self-ratings reinforce criticisms that I have made. With respect to the diagnostic evaluation, the average rating is at the mid-interval of a five interval scale. The Project Aprende staff call for earlier pre-tests (which would have been the case if logistical problems hadn't occurred) and for the use of standarized instruments already administered to students.

Instructional Language Arts and Reading

The quality of the instruction in the aforementioned areas is satisfactory. As mentioned earlier, the teaching staff is highly-credentialed and knowledgeable in general, and very enthusiastic and motivated. Teachers have been required to create a lot of the instructional materials on their own, becuase of the dearth of such materials for the junior high school bilingual education classroom. They have been imaginative and generally effective in this regard. The impact of Project ALMA and Project ARTE has been excellent in the area of language arts and reading. These two projects have provided an extra degree of enrichment through the imaginative instructional use of media such as videotape, photography, films, audiovisuals, and various art media. The self-reports indicate that the quality of instruction in language arts and reading is generally perceived within Project

Aprende as good.

Instruction in Content Areas (Social Studies, Science, Mathematics, and Others)

The quality of the instruction in the aforementioned areas is satisfactory. Once again, teachers have been required to create much of the instructional materials themselves, because so little is available in Spanish in the content areas at the junior high school level. While they have been generally effective in this regard, one opportunity to incorporate Hispanic culture into the mathematics, and to leseer degree, science curricula, which has not yet been taken, is to prepare materials to teach the metric system of measurement in the appropriate content areas. The impact of Project SEPA has been satisfactory in the area of science education, and Project ROOTS has had excellent results as an enrichment program in the area of ethnic heritage and culture as part of the social studies curriculum. An added, very useful feature of Project ROOTS is that both English dominant and Spanish dominant students work together in special projects and activities. This sort of integration is a very valuable aspect of the above-mentioned project. The self-reports indicate that the quality of instruction in the content areas is generally perceived within Project Aprende as good.

Special mention should be made of the sophistication of the instruction in the content areas given in Spanish. Because the program has highly qualified, bilingual instructors, science and mathematics lessons given in Spanish reflect

the curriculum at appropriate grade levels. For example in general science the students are being instructed in Spanish in the biology of cells and cell dividion (for example, technical words such as cuspide and aquilatar are intrcduced). In social studies, a typical lesson, given in Spanish, involved the basic concepts of the Gothic period of art, and described such characteristics as the gothic arch and vault, and the art of making stained glass windows.

Instructional Materials

With respect to the questionnaire, there was a bimodal response on the following two items: Quality of materials available; and sufficient amounts of materials available. Some of the raters evaluated these areas as superior, others evaluated them as very low. I judge the discrepancy to be based on a confounding between comercially-available instructional materials and teacher-prepared, or district-prepared instructional materials. In future Project evaluations separate categories need to be entered for the purpose of rating between these different types of instructional materials. On the basis of my school observations I found that it was generally conceded that one of the most serious problems that Project Aprende has encountered was the great lack of commercially-prepared instructional materials in the Spanish language. This lack affected the instruction, particularly, of Spanish language arts, Spanish reading, mathematics in Spanish, and science in Spanish. I concur that this is a serious problem,

but not one that the Project directors or staff can remedy except by what it is currently doing, having materials prepared by teachers in lieu of commercially-prepared textbooks. In other words, the circumstances of this problem lie outside the district's control, namely in the reluctance of publishers to make available materials for junior high school bilingual education.

Guidance Component

The guidance counseling aspect of Project Aprende suffers from underfunding and understaffing. There is only one guidance counselor for the program and that person therefore is required to split his schedule between different schools. The guidance counselor, when interviewed, felt that he had not really taken root or received total recognition on the part of the project teachers and administrators. The greatest part of the problem appears to be structual. One guidance counselor for the approximately 600 students involved made for a dilution of services, especially when the counselor had no home base. With respect to guidance overall, the schools within Project Aprende are extremely needy, so much so that one principal felt that a major strength of the program was that it provided "at least part-time services of bilingual guidance to some bilingual students." The budget should be rethought in future years in order to permit more effective services. The duties that the guidance counselor performs are as follows: group guidance counseling, vocational guidance, conferences with teachers regarding guidance matters, individual guidance

sessions with students who are having difficulties, occasional visits with parents during the evening in order to discuss specific student difficulties, and periodic consultation meetings with the district-wide bilingual coordinator and the guidance counselors attached to other bilingual education programs.

In response to a request by the district-wide bilingual coordinator for a research bibliography with respect to the counselor's role in bilingual education, this evaluator compiled a list of references which appears as Appendix V.

In-Service Training

During the school year 1977-1978 there was an extensive in-service training effort in which 13 separate workshops were given on curriculum development, the teaching of reading, school law, and theories and practices of bilingual education. However, little in-service training was taking effect during the 1978-1979 school year, and as part of my interim report of Project Aprende and other bilingual education projects in the district, I recommended an invigorated in-service training component and made a number of suggestions for in-service workshops which appear as Appendix VI. The school district was very responsive to this suggestion and developed two multi-session workshops for teachers with the following topics: Reading for Spanish-Speaking Students: Elementary and Junior High School; and Sensitivity Training for Bilingual Pedagogical Personnel. The self-ratings on district-wide professional development sessions ranged widely from very ineffective to very effective with no specific pattern being discernible.

Bilingual Professional Assistants

The field evaluation team and the self-rating questionnaires agree that the bilingual professional assistants have been a very definite asset to the program, indeed these personnel have been crucial to the success of the program in areas such as the individualization of instruction for slow or problem learners, and the preparation of materials or equipment for special projects. Additional activities that the professional assistants have been involved in include: reviewing the material taught by the teacher, drilling on specific skills, small group instruction, grading the daily work of the students, helping the teacher to plan his/her activities, correcting tests, administering tests, and performing clerical duties. The professional assistants attached to Project Aprende have rated the project very highly, and have been very satisfied with their role within the Project. The opportunity for them to be involved in the fashion that they have represents a great step in their professional development. This component is one of the most valuable aspects of the Project with respect to professional staff development and the training of future bilingual-bicultural teachers.

Financial Resources

This evaluator has made no determination of the financial resources available to the project. The one budget recommendation that I have made upon field observations has to do with upgrading the guidance counseling component. However, there were items in the self-ratings that dealt with both the amount of financial resources available to the project and to the

ease of access to funds for Project Aprende. The ratings varied somewhat but tilted on the side of negative evaluations with respect both to the amount of money available and ease of access. I believe that some of the frustration that the Project Aprende staff felt with respect to being able to purchase commercially-published instructional materials (because of their inherent unavailability) was translated, somewhat inappropriately, into frustration with funding levels and access to funds.

Conclusion and Recommendations

Field observations and school visitations within the program, tabulation and analysis of the various self-evaluation questionnaires, review of pertinent records, and interviews with key personnel indicates that Project Aprende is functioning basically as intended. The required number of children as specified in the project proposal are being serviced, and all personnel were hired functioning adequately in the program. Observations and interviews with tax levy teachers participating in the program indicate that a truly bilingual-bicultural program was being provided to program participants. The students were being introduced to native language arts, second language arts, culture and all of the substantive subject areas. The professional bilingual assistants were one of the most valuable assets to the program. The project school coordinators, the district-wide coordinator, were doing an excellent job of coordinating the program and performing the very difficult assessment task. Administrative staff support was excellent.

Involvement and training of the parents and community was at an acceptable level but could be improved. Student attentiveness, discipline and motivation was excellent. The testing program itself is in urgent need of revision. Instruction in both language arts and reading and in the various content areas was satisfactory, but there remains a lack of curriculum materials. The guidance component urgently needs to be expanded. In-service training should be more systematically structured in accordance with the procedures of the 1977-1978 school year. The following recommendations are made with an eye to improving a project that has been evaluated as basically sound:

1. Review the project goals and objectives with respect to the involvement of parents and community and the training of the same. On the basis of this review, either devise a new strategy for involving and training more parents, or, alternatively, reduce the number of goals in this area and budget monies for other urgently needed areas such as guidance counseling. Either more realistic goals or a more imaginative delivery system is needed with respect to parent involvement and training.
2. The number of tests must be reduced and streamlined. If possible, some of the mandated tests by the NYC Board of Education should be substituted in lieu of tests administered solely in relationship to Project Aprende. If at all possible, test makers should be screened with regard to their geographical proximity and/or responsivenes to deadlines.

3. Because the current paucity of bilingual educational instructional materials at the junior high school level is likely to continue indefinitely, a district-wide repository of such materials that are teacher-prepared is suggested. In this way, the preparations of teachers in one school can be shared by teachers in other schools. In addition, in-service training in the preparation of instructional materials for the junior high school bilingual education classroom must be constantly and intensively conducted. Professional bilingual assistants should be involved in the creation of such materials to the fullest extent possible.
4. Sufficient guidance counselors should be hired so that there is no traveling between schools.
5. A systematic in-service training plan should be devised by the district-wide coordinator at the very beginning of the school year, in consultation with all concerned professionals. The in-service training schedule should be circulated very early in the school year.
6. District officers should review the amount of money available to Project Aprende and the ease of access to these funds by each of the junior high school bilingual coordinators in light of the poor ratings that were recorded on the questionnaires.

APPENDIX I

Bilingual Program-Community School District 6

Classroom Observation and Evaluation Guide

Program Title	School	Teacher	Student Teacher	Observer

Class	Grade Level	Class Register	Number Present	Paraprofessionals Present	Date	Time Started	Time Ended

I. Chronological Development of Lesson

Notes:

II. Organization

A. (i) What curriculum areas are being discussed?

(ii) If bilingual instruction is provided use appropriate section of this guide.

B. Estimate percentages of class time for all applicable entries below to indicate duration and type of activities various staff members engage in during observational period:

	Teacher %	Educational Assistant %	Student Teacher %	Comment
Teaching whole class				
Working with small groups				
Working with individual children				
Preparing materials or equipment				
Monitoring work (including supervision)				
Clerical work (including marking papers or homework)				
Housekeeping work (arranging or cleaning room, etc)				
Operating audio-visual equipment				
Other (please specify)				
	100%	100%	100%	

C. What is the basic class structure? (Groups, individuals, etc.)

D. Describe classroom facilities (including seating arrangement)

E. Which instructional materials are being used?

F. What other instructional materials are available?

III. Methodology and Process

For each of your responses please use T if it refers to a teacher, EA if it refers to an educational assistant, ST if it refers to student teacher.

A. What approaches or methods are being used in the classroom?

B. Describe the attitude of the adults in the classroom if it is observable.

C. Describe the interaction between the professional and the educational assista

D. Describe the interaction between the professional and the students.

E. Describe the interaction between the educational assistant and the students.

F. Describe interaction between student teacher and the students.

G. Describe the interaction among the students.

H. Describe the level of participation by the students.

I. Describe the adult's knowledge of the curriculum content if it is observable.

J. Describe how material is being used in the classroom.

K. Describe language fluency of the teacher, paraprofessional, and student teacher.

IV. Effectiveness

What is your estimate of the extent to which this program will achieve its program objectives from your observations? Note any judgemental conclusions that have resulted from your observations, include positive, negative, and innovative points.

(Use other side if necessa

Techniques of Classroom Management

Circle one point on each scale to indicate the amount, extent, or intensity of the classroom management process observed. Wherever appropriate comment on specific classroom management processes.

	Low				High	
1. The teacher manages effectively the activities of the class..... Comment:	1	2	3	4	5	NA
2. The teacher demonstrates a knowledge of a range of classroom management techniques Comment:	1	2	3	4	5	NA
3. The teacher copes effectively with problems of discipline and classroom control..... Comment:	1	2	3	4	5	NA
4. The teacher demonstrates a knowledge of a range of specific techniques for dealing with disruptive pupils in the classroom..... Comment:	1	2	3	4	5	NA
5. The teacher employs specific techniques to motivate pupils or to develop in them an enthusiasm for learning..... Comment:	1	2	3	4	5	NA
6. The teacher handles efficiency and with dispatch the non-instructional processes of the classroom..... Comment:	1	2	3	4	5	NA
7. The teacher conveys an attitude to the pupils that the "school cares"..... Comment:	1	2	3	4	5	NA

The Educational Assistant

	LOW					HIGH
8. The educational assistant performs a useful function in the classroom..... Comment:	1	2	3	4	5	NA
9. The educational assistant is assigned an appropriate function in tne classroom given his/her proficiency in English and other skills..... Comment:	1	2	3	4	5	NA
10. The educational assistant's assignment is BEYOND his/her present skills, i.e., he/she is asked to do too much..... Comment:	1	2	3	4	5	NA
11. The educational assistant works independently of the teacher, e.g. by tutoring individuals or by working with his/her own small group..... Comment:	1	2	3	4	5	NA
12. The teacher supervises the work of the educational assistant..... Comment:	1	2	3	4	5	NA
13. The teacher and educational assistant work together as a team..... Comment:	1	2	3	4	5	NA

The Student Teacher

	LOW					HIGH
14. Extent to which the student teacher has an opportunity to be involved in the teaching process.....	1	2	3	4	5	NA
Comment:						
15. Extent to which student teacher is assigned specific function given his/her proficiency in English and other skills.....	1	2	3	4	5	NA
Comment:						
16. The student teacher's assignment is beyond his/her present skills, i.e. he/she is asking to do too much.....	1	2	3	4	5	NA
Comment:						
17. The student teacher works independently of the teacher, e.g. by tutoring individuals or by working with his/her own small group....	1	2	3	4	5	NA
Comment:						
18. Extent to which work of teacher, educational assistant and student teacher is coordinated as a team.....	1	2	3	4	5	NA
Comment:						
19. Extent to which teacher supervises the work of student teacher.....	1	2	3	4	5	NA
Comment:						

Bilingual Instruction

Circle one point on each scale to indicate the amount, extent, or intensity of the bilingual instructional process observed. Wherever appropriate comment on specific bilingual instructional processes.

1. The composition of the class being observed in terms of linguistic background is:

   1 Homogenous (all pupils of same language background)

   Heterogenous
   2. Two language backgrounds
   3. Three language backgrounds
   4. Four or more langauge backgrounds

   Comment:

2. What language or languages were used generally by adults and pupils?
   Estimate use of languages in percentages:

   English_____%; Spanish_____%; Other_____%.
   Comment:

3. The teacher uses English as the medium of instruction..... LOW 1 2 3 4 5 HIGH NA
   Comment:

4. The educational assistant uses English as the medium of instruction..... 1 2 3 4 5 NA
   Comment:

5. The student teacher uses English as the medium of instruction..... 1 2 3 4 5 NA
   Comment:

6. If subject matter was presented bilingually, how was this usually accomplished?

1. NA (entire lesson presented in one language)
2. No consistent pattern
3. Teacher translates word, phrase and sentence units
4. Teacher translates small units of the lesson
5. Teacher translates large units of the lesson
6. Teacher's treatment of subject matter in the two languages is independent of one another
7. Other

Comment:

7. The teacher copes successfully with instructing a linguistically heterogenous group..... LOW 1 2 3 4 5 HIGH NA
Comment:

8. The teacher uses a wide range of instructional and grouping techniques in teaching a linguistically heterogenous group bilingually..... 1 2 3 4 5 NA
Comment:

9. Pupils respond to adults in the classroom in the same language as they (the pupils) are addressed..... 1 2 3 4 5 NA
Comment:

10. Extent to which teacher language assessment techniques and strategies were appropriate.. 1 2 3 4 5 NA
Comment:

11. Extent to which code switching was purposefully used to promote learning of class objective.... 1 2 3 4 5 NA
Comment:

12. Extent to which code switching interfered with the bilingual education goals of coordinate bilingualism..... 1 2 3 4 5 NA
Comment:

13. Extent to which cross-cultural learning problems were treated effectively..... 1 2 3 4 5 NA
Comment:

14. Extent to which teacher, educational assistant and student teacher accepted social and regional language varieties..... 1 2 3 4 5 NA
Comment:

15. Extent to which teacher cultivated student's pride in their linguistic and cultural heritage..... 1 2 3 4 5 NA
Comment:

16. Extent to which teacher dealt with student's errors effectively..... 1 2 3 4 5 NA
Comment:

Open Classroom Methodology

Circle one point on each scale to indicate the amount, extent, or intensity of the "open classroom" educational processes observed. Wherever appropriate comment on specific open classroom processes.

1. The teacher varies presentation of subject matter in accordance with individual pupils' levels of accomplishment, motivation or modes of learning..... LOW 1 2 3 4 5 HIGH NA
Comment:

2. The teacher interrelates one subject area to another..... 1 2 3 4 5 NA
Comment:

3. The teacher has different standard of accomplishment for pupils..... 1 2 3 4 5 NA
Comment:

4. The teacher emphasizes the immediate physical environment whenever possible for instructional purposes..... 1 2 3 4 5 NA
Comment:

5. The teacher uses feedback systems with pupils in order to let them know how they are performing various learning tasks.... 1 2 3 4 5 NA
Comment:

6. The teacher uses physically active learning situations..... 1 2 3 4 5 NA
Comment:

7. The teacher encourages pupils to use their peers and other adults in the classroom as resource persons..... 1 2 3 4 5 NA
Comment:

8. The teacher makes use of unplanned incidents in the classroom to further learning..... 1 2 3 4 5 NA
Comment:

9. The teacher attempts to inculcate a "questioning orientation" in pupils, in contrast to the memorization of facts..... 1 2 3 4 5 NA
Comment:

10. The teacher encourages pupils to set their own learning goals and initiate their own instructional activities..... 1 2 3 4 5 NA
Comment:

11. The teacher engages in small group instruction and tutoring..... 1 2 3 4 5 NA
Comment:

12. The teacher programs instruction for individual pupils..... 1 2 3 4 5 NA
Comment:

Second Language Methodology

Second language spoken

Circle one point on each scale to indicate the amount, extent, or intensity of the second language instructional process observed. Wherever appropriate comment on specific instructional processes.

	LOW				HIGH
1. Teacher demonstrates skill in sequencing the second language content of the lesson	1	2	3	4	5 NA
Comment:					

2. Teacher successfully elicits pupil verbalization in second language..... 1 2 3 4 5 NA
Comment:

3. Teacher adheres to definite instructional objectives..... 1 2 3 4 5 NA
Comment:

4. Teacher uses second language techniques and learning activities appropriate to pupils' level in the second language proficiency..... 1 2 3 4 5 NA
Comment:

5. Teacher presents language items inductively (without theoretical explanations)..... 1 2 3 4 5 NA
Comment:

6. Teacher provides a natural model of the second language pronunciation and intonation..... 1 2 3 4 5 NA
Comment:

7. Teacher's use of second language approximates a native speaker norm with respect to pronunciation, syntax, vocabulary and semantics..... 1 2 3 4 5 NA
Comment:

8. Teacher employs a variety of language drills and activities in promoting second language learning..... 1 2 3 4 5 NA
Comment:

9. Teacher corrects pupil errors..... 1 2 3 4 5 NA
Comment:

10. Teacher presents linguistic content (the second language) appropriate to age and proficiency level of pupils..... 1 2 3 4 5 NA
Comment:

11. Teacher presents social and cultural content suitable to grade level and background of pupils..... 1 2 3 4 5 NA
Comment:

12. Teacher maintains a distinction between "teaching" and "testing"..... 1 2 3 4 5 NA
Comment:

APPENDIX II

District 6 Funded Program

BILINGUAL COORDINATOR QUESTIONNAIRE

How would you rate the following aspects of the program?

Aspects of the Program	Very Ineffective 1	2	Somewhat Effective 3	4	Very Effective 5
1. Quality of materials available	___	___	___	___	___
2. Sufficient amounts of materials available	___	___	___	___	___
3. Coordination of bilingual program with Aspira program	___	___	___	___	___
4. Coordination of bilingual program with Title I program	___	___	___	___	___
5. English language fluency of teaching staff	___	___	___	___	___
6. Spanish language fluency of teaching staff	___	___	___	___	___
7. Organization of staff	___	___	___	___	___
8. Staff spirit or morale	___	___	___	___	___
9. Quality of teaching staff performance	___	___	___	___	___
10. Extent of individualization for slow or problem learners	___	___	___	___	___
11. Quality of bilingual arts projects	___	___	___	___	___
12. Quality of artists-in-residence	___	___	___	___	___
13. Administrative staff (principal, asst, principal, etc.)	___	___	___	___	___
14. Bilingual professional assistants	___	___	___	___	___
15. Student interest	___	___	___	___	___
16. Student motivation	___	___	___	___	___
17. Student performance	___	___	___	___	___

18. Selection procedures for pupils in program	___	___	___	___	___
19. Diagnostic evaluation	___	___	___	___	___
20. District-wide professional development sessions	___	___	___	___	___
21. Bilingual counseling or advisement	___	___	___	___	___
22. Amount of financial resources available	___	___	___	___	___
23. Ease of access to funds for bilingual program	___	___	___	___	___

1. How did you select children for your program? (Describe briefly)

_____

_____

_____

2. What other method, in your opinion, may be appropriate for selecting children?

_____

_____

_____

3. Please list in rank order the 5 best instructional materials used in your program and the grade level(s) appropriate for these materials.

	Material	Grade
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

4. In what way do you think the district-wide workshops for the bilingual program could be improved or expanded?

_____

_____

5. In your opinion, how could the coordination between the bilingual program and the Aspira consent decree program be improved?

6. In your opinion, how could the coordination between the bilingual program and the Title I program be improved?

7. How do you think the bilingual arts projects could be improved, particularly in order to more effectively teaching subject areas such as reading and mathematics?

8. How do you think the artists-in-residence program could be improved, particularly in order to more effectively teach subject areas such as reading and mathematics?

9. How effective was the pre- and post-testing program in determining student progress?

10. In your opinion, how may the testing program be improved?

11. How effective was the district office staff liaisons in coordinating the program?

12. How do you think these liaisons may be improved?

_____

_____

_____

13. How much support did your school administration provide in order to make the program successful?

_____

_____

_____

14. How may this support be improved in future years?

_____

_____

_____

15. Of your original number of targeted children, what percentage are still participating in the program?

Original number of targeted children? _____

Original number still participating _____

Percentage _____

16. In terms of practical necessity, how have you had to revise, adapt, change and/or modify your program as originally described in the program proposal?

_____

_____

_____

17. In your opinion, what are the major strentghs and weaknesses of the program?

Strengths

Materials_____

_____

Space_____

_____

Staff_____

_____

Testing_____

_____

Other (Specify)_____

_____

Weaknesses

Materials_____

_____

Space_____

_____

Staff_____

_____

Testing_____

_____

Other (Specify)_____

_____

18. In your opinion, how should the program be modified in order to be improved next year?

APPENDIX III

BILINGUAL PROFESSIONAL ASSISTANTS

School: Date:

Program Title: Function #:

Please Note: All responses will be held in strict confidence and will be used only for the evaluation of the program.

1. Have you worked as a bilingual professional assistant before? Yes____ No____.
If yes, please describe program and how long you worked.

2. Did you have any training before you began working in the program?
Yes____ No_____ If yes, please describe.

3. Was there any specific training for the program you are now working in?
Yes_____ No_____ If yes, please describe.

4. Listed below are some activities generally performed by bilingual professional assistants. Please rank order the activities you perform most frequently. (The activity performed most frequently is rated 1, the next most frequent 2, etc.)

Rank	Activities
____	Teaching whole class
____	Housekeeping work (arranging or cleaning room, etc.)
____	Preparing materials or equipment
____	Operating audio-visual equipment
____	Reviewing what the teacher has taught
____	Drilling on specific skills
____	Working with individual childre
____	Working with a small group of children
____	Grading the daily work of children
____	Acting as a liaison between the teacher and parents
____	Acting as a liaison between school administrators or staff and parents
____	Planning activities with the teacher
____	Performing clerical duties
____	Administering tests
____	Correcting tests

5. Educational Background

Diploma	Year	School

6. Are you currently taking any coursework that you think is relevant to your present position?

_____

_____

7. How would you rate the following aspects of the program?

Aspects of the Program	Very Ineffective 1	2	Somewhat Effective 3	4	Very Effective 5
1. Quality of materials available.	___	___	___	___	___
2. Sufficient amounts of materials available.	___	___	___	___	___
3. Coordination of bilingual program with Aspira program	___	___	___	___	___
4. Coordination of bilingual program with Title I program	___	___	___	___	___
5. English language fluency of teaching staff	___	___	___	___	___
6. Spanish language fluency of teaching staff	___	___	___	___	___
7. Organization of staff	___	___	___	___	___
8. Staff spirit or morale	___	___	___	___	___
9. Quality of staff performance	___	___	___	___	___
10. Extent of individualization for slow or problem learners	___	___	___	___	___
11. Quality of bilingual arts projects	___	___	___	___	___
12. Quality of artists-in-residence	___	___	___	___	___
13. Administrative staff (principal, asst. principal, etc.)	___	___	___	___	___
14. Bilingual coordinator of school	___	___	___	___	___
15. Student interest	___	___	___	___	___

16. Student motivation	___	___	___	___	___
17. Student performance	___	___	___	___	___
18. Selection procedures for pupils in program	___	___	___	___	___
19. Diagnostic evaluation	___	___	___	___	___
20. District-wide professional development sessions	___	___	___	___	___
21. Bilingual counseling or advisement	___	___	___	___	___

8. In your opinion, what are the major strengths and weaknesses of the program?

Strengths:

Weaknesses:

9. In your opinion, how should the program be modified in order to be improved next year?

APPENDIX IV

BOARD OF EDUCATION OF THE CITY OF NEW YORK
SCHOOL DISTRICT 6
668 WEST 182ND STREET (AT BWAY)
NEW YORK, N. Y. 10033

PAUL TREATMAN
COMMUNITY SUPERINTENDENT

JAMES P. ROBERTS
DEPUTY SUPERINTENDENT
CURRICULUM AND INSTRUCTION

MARTIN W. MILLER
DEPUTY SUPERINTENDENT
BUSINESS AND ADMINISTRATION

PRINCIPAL'S QUESTIONNAIRE FOR FUNDED PROGRAMS

Program Title *PROJECT APRENDE TITLE VII*

Function No. *97601*

1. Please describe the major strenths of the program?

A strong group of paraprofessionals.

Compatability among all the staff and pupils.

Acceptance and support of the program.

2. Please describe the major weaknesses of the program?

Lack of a sufficient amount of supplies and materials.

Program exigencies do not allow a sufficient number of common prep periods for planning meetings.

3. In your opinion, how may the program be improved?

Additional funding by the district.

Need to parallel more periods between the mainstream and bilingual components in the area of social studies.

APPENDIX V

Studies that can be cited to show better use of existing research with respect to counselor's role:

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APPENDIX VI

List of Possible Workshop Topics

Teaching Initial Reading Acquisition in Spanish
Teaching Decoding and Encoding Skills in Spanish
Teaching Word-Attack and Word-Analysis in Spanish
Using the Phonics Approach to the Teaching of Reading in Spanish
Training Teacher Aides in ESL/SSL Methods
The Transfer of Reading Skills from Spanish to English
Using Ethnic Folktales in the Bilingual Education Program
A Review of Bilingualism and its Relationship to Cognitive Flexibility
Fostering Creativity in the Bilingual Art Classroom
The Cultural Aspects of Teaching Mathematics in the Native Language
The Metric System and its Relationship to Bilingual Education Goals in Mathematics
Cognitive Styles of Hispanic Children
Integrating Media (Audiovisual techniques, records, tapes, etc.) into the Bilingual Education Program
Transferring Reading Skills from Spanish to English
Using Dance in the Bilingual Education Classroom
Parent Involvement in Program Evaluation of Bilingual Education
Counseling Techniques and the Self-Concept of the Bilingual Child
Culture: A Teaching Model of Social Studies in the Bilingual Classroom
How to Determine Parental Value Preferences
Individualizing Instruction in the Bilingual Classroom
Implementing a Diagnostic-Prescriptive Approach to Reading Skills in Spanish
Teaching ESL and Spanish Reading in Bilingual Content Areas
Evaluation of Vernacular Reading Materials in Spanish
The Culture, Mores, and Traditions of the Dominican Republic: Guidelines for their Incorporation in the Bilingual Classroom
Helping Bilingual Teachers Improve their Self-Concept
Expressions and Proverbs: Their Incorporation in the Integrated Arts/Bilingual Education Project
The Administrator's Role in Bilingual Education
The Guidance Counselor's Role in the Integrated Arts/Bilingual Education Program
How do Bilingual Programs Communicate With and Involve Parents?
Identifying our Gifted Bilingual Children
Fostering Creativity in the Bilingual Education Classroom
Using the Discovery Approach to Teach Social Studies and Science in the Native Language
Cross-Cultural Communication Through Creative Dramatics
Building a Closer Relationship Between School and Community
Providing ESL/SSL Language Instruction to the Community
Bicognitive Learning and Bilingual Education
The Use of Music Activities Within the Bilingual Education Program
Games for Bilingual Education Mathematics and Science
Games for Teaching Language Arts and Reading in the Native Language
Games for Teaching English as a Second Language
Using the Learning Center Approach in Bilingual Education